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school of realism stand ready to receive back our brother realists with open arms and glad hearts.

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REVIEWS AND ABSTRACTS OF LITERATURE

Education for Character. FRANK CHAPMAN SHARP. Indianapolis: The Bobbs-Merrill Company. 1917. Pp. 442.

This book proposes no single panacea for the moral regeneration of the world. Possibly this is because the author has spent four years in actual moral instruction of high-school adolescents, as we learn in the preface. Indeed this fact furnishes the key to much that we find in the volume. It doubtless explains why the writer so fully and frankly recognizes the enormous difficulties in the way of imparting truly functional moral ideals. It certainly explains the sanity and practical nature of the methods described for achieving this end. The peculiar limitations as well as the advantages of the various means of moral education are clearly set forth. These limitations are such indeed that a simple total of their combined potencies would hardly be adequate. But it is held that in moral psychology, two and two instead of equaling four frequently equal nine or ten, which saves the situation. The enunciation of this principle raises an exceedingly important psychological problem which deserves special investigation.

The factors which enter into right conduct are three in number—knowing what is right conduct under given circumstances, the desire to do the right once it is known, and lastly “an open road between desire and action.” Moral instruction is concerned chiefly with imparting moral ideas while moral training is concerned with seeing that the ideas function in action. Both should conduce to the “love of the right” or the desire to do right, which is the most important and comprehensive of the three. The various agencies for securing moral training are examined. School discipline, pupil government, mutual aid in the class room, special organization of extra-curricular activities and (what is regarded as most important of all) the actual participation by the pupils in the civic work of the community, are described in the concrete as they have been administered in American schools. It is shown specifically how moral instruction, as contrasted with moral training, may be given in connection with the study of history, literature, civics and especially biography. But in addition there is required a systematic course of moral instruction fittingly called a course in the “conduct of life.”

Here the method of pouring in or exhortation must give place to that of inducing self-activity in moral thoughtfulness on the part of the pupil. A programme for such a course in the high school is worked out in elaborate detail. An appendix includes a somewhat similar programme for each of the first eight grades. The volume closes with a carefully chosen and annotated bibliography.

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REVUE DE METAPHYSIQUE ET DE MORALE. March-April 1918. "*Le contrat social*" de Rousseau (*Suite et fin*) (Pp. 129-161): E. DURKHEIM. - A completion of the author's demonstration of the continuity of Rousseau's thought from the second *Discourse* to the *Social Contract*. *Note sur Descartes*. *Ce que lui rappelait la date du 11 novembre 1620* (Pp. 163-175): G. MILHAUD. - Evidence that the "fundamentum Inventi mirabilis" referred to in maginal note of the *Olympica* refers to telescopes for the observation of the stars. *L'art et la Morale* (Pp. 177-188): V. DELBOS. - This question can not be fruitfully studied either with too much simplification or too much abstraction. There is art outside of the field of morality and morality outside of the field of art, but there is, however, an ideal humanity that tends to realize itself under distinct forms, sometimes antagonistic, in science, art, and moral conduct. *Notes de critique scientifique*. *Encore la dégradation de l'énergie: Entropie s'accroît-elle?*: L. ROUGIER. *Enseignement*. *Pour les étudiants étrangers: à propos d'une licence de Français*: A. REY. *Etudes critiques*. *L'œuvre inachevée de Mario Calderoni*: J. RENAUD. *Questions pratiques*. *Partisans de la Force et Partisans du Droit*: G. SIMÉON.

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Troilo, E. *La Conflagrazione: Indagini sulla Storia dello Spirito Contemporaneo*. Roma: A. F. Formiggini. 1918. Pp. 353. L. 10.

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